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EXAMINER

AKERS, GEOFFREY R

ART UNIT PAPER NUMBER

3624

DATE MAILED: 06/17/2003

pa

Please find below and/or attached an Office communication concerning this application or proceeding.

Office Action Summary	Application 09/504000	Applicant(s) Suhay + Prant	
	Examiner Aho, g	Art Unit 3624	Confirmation No.

- The MAILING DATE of this communication appears on the cover sheet beneath the correspondence address -

Period for Reply

A SHORTENED STATUTORY PERIOD FOR REPLY IS SET TO EXPIRE 3 MONTH(S) FROM THE MAILING DATE OF THIS COMMUNICATION.

- Extensions of time may be available under the provisions of 37 CFR 1.136(a). In no event, however, may a reply be timely filed after SIX (6) MONTHS from the mailing date of this communication.
- If the period for reply specified above is less than thirty (30) days, a reply within the statutory minimum of thirty (30) days will be considered timely.
- If NO period for reply is specified above, such period shall, by default, expire SIX (6) MONTHS from the mailing date of this communication.
- Failure to reply within the set or extended period for reply will, by statute, cause the application to become ABANDONED (35 U.S.C. § 133).
- Any reply received by the Office later than three months after the mailing date of this communication, even if timely, may reduce any earned patent term adjustment. See 37 CFR 1.704(b).

Status

- ☒ Responsive to communication(s) filed on 5/12/03
- ☒ This action is **FINAL**. ☐ This action is non-final.
- ☐ Since this application is in condition for allowance except for the formal matters, **prosecution as to the merits is closed** in accordance with the practice under *Ex parte Quayle*, 1935 C.D. 11; 453 O.G. 213.

Disposition of Claims

- ☒ Claim(s) 1-21 is/are pending in this application.
- Of the above claim(s) _____ is/are withdrawn from consideration.
- ☐ Claim(s) _____ is/are allowed.
- ☒ Claim(s) 1-21 is/are rejected.
- ☐ Claim(s) _____ is/are objected to.
- ☐ Claim(s) _____ are subject to restriction or election requirement.

Application Papers

- ☐ The proposed drawing correction, filed on _____ is ☐ approved or ☐ disapproved by the Examiner. If approved, corrected drawings are required in reply to this Office action.
- ☐ The drawing(s) filed on _____ is/are ☐ accepted or ☐ objected to by the Examiner. Applicant may not request that any objection to the drawing(s) be held in abeyance. See 37 CFR 1.85(a).
- ☐ The specification is objected to by the Examiner.
- ☐ The oath or declaration is objected to by the Examiner.

Priority under 35 U.S.C. §§ 119 and 120

- ☐ Acknowledgment is made of a claim for foreign priority under 35 U.S.C. § 119 (a)-(d) or (f).
- ☐ All ☐ Some* ☐ None of the:
- ☐ Certified copies of the priority documents have been received.
- ☐ Certified copies of the priority documents have been received in Application No. _____
- ☐ Copies of the certified copies of the priority documents have been received in this national stage application from the International Bureau (PCT Rule 17.2(a)).
- *Certified copies not received: _____
- ☐ Acknowledgment is made of a claim for domestic priority under 35 U.S.C. § 119(e) (to a provisional application).
- ☐ The translation of the foreign language provisional application has been received.
- ☐ Acknowledgment is made of a claim for domestic priority under 35 U.S.C. §§ 120 and/or 121.

Attachment(s)

- ☒ Information Disclosure Statement(s), PTO-1449, Paper No(s) _____
- ☒ Notice of References Cited, PTO-892
- ☐ Notice of Draftsperson's Patent Drawing Review, PTO-948
- ☐ Interview Summary, PTO-413
- ☐ Notice of Informal Patent Application, PTO-152
- ☐ Other _____

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DETAILED ACTION

Response to Amendment

1. This action is issued in response to Amendment A(Paper #15) filed 5/12/03.
- 2.No claims were amended. None were deleted. None were cancelled.New claim 22 was added.
3. Claims 1-22 are pending.

Claim Rejections - 35 USC § 103

4. The following is a quotation of 35 U.S.C. 103(a) which forms the basis for all obviousness rejections set forth in this Office action:

(a) A patent may not be obtained though the invention is not identically disclosed or described as set forth in section 102 of this title, if the differences between the subject matter sought to be patented and the prior art are such that the subject matter as a whole would have been obvious at the time the invention was made to a person having ordinary skill in the art to which said subject matter pertains. Patentability shall not be negated by the manner in which the invention was made.

5. Claims 5-9,13,16-20 are rejected under 35 USC 103(a) as unpatentable over Prabhakaran(US Pat. No: 5,922,040) in view of Becker-"Analysis and Modelling of a Fleet Managment System of an Airport Shuttle Service-9/99"(hereinafter called "Becker") in view of Linde,AG/Fleet Managment(hereinafter called "Linde") in view of Murakami(US Pat. No: 6,453,298) in view of Clark(US Pat. No: 6,411,922) and further in view of Swedish(1998 Winter Simulation Conference).
6. As per claim 5 Prabhakaran teaches according to the system of claim 3. Prabhakaran fails to teach further including a second database that includes data associated with assets available for purchase, or rental and lease, wherein said simulated fleet configuration unit is further configured

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to allow the user to add one or more assets from said second database to said simulated fleet. Linde teaches this (p. 7). Prabhakaran does not teach specifically simulation of fleet management assets. Becker teaches simulation of fleet management assets with use of Petri Nets (Section 4.2) (page 7) (pages 9-11). Furthermore, Murakami teaches simulation of redeployment of fleet assets to meet demands (Abstract) and allows for the addition of elements (Fig 2) (Fig 3) (Fig 4) (Fig 5). Clark teaches costs associated with resources (Fig 3) (Fig 4) (col 6 lines 16-52). It would have been obvious to one skilled in the art at the time of the invention to combine Prabhakaran in view of Becker to teach the above. The motivation to combine is to teach a fleet management system which utilizes simulation to deal with suboptimal configurations as enunciated by Becker (page 9). Furthermore, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker and further in view of Linde to teach the above. The motivation to combine is to teach fleet assets available for purchase as taught by Linde (page 7). Swedish also teaches simulation of fleet assets (pages 1219-1221). Finally, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde and further in view of Murakami to teach the above. The motivation to combine is to teach fleet assets distribution to minimize wasted assets as enunciated by Murakami (col 1 lines 64-67). Finally, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde and further in view of Murakami and further in view of Clark in view of Swedish to teach the above. The motivation to combine is to teach a generic problem modeller which can analyze a user information resource

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and transform information from the resource information into data that can be stored to be in a database that is accessible by the problem solver as applied to a simulated fleet as enunciated by Swedish(pp1219-1221)..

7. As per claim 6 Prabhakaran teaches the system according to claim 5. Prabhakaran fails to teach further including a third database that includes data associated with a plurality of pre-configured assets, each preconfigured asset comprising a parameter having a composite value derived from corresponding parameter values associated with a plurality of specific assets of a similar type, said simulated fleet configuration unit being further configured to allow the user to add one or more assets based on type from said third database to said simulated fleet Becker teaches this(pages 9-11).It would have been obvious to one skilled in the art at the time of the invention to combine Prabhakaran in view of Becker to teach the above. The motivation to combine is to teach a fleet management system which utilizes simulation to deal with suboptimal configurations as enunciated by Becker(page 9).Furthermore, Murakami teaches simulation of redeployment of fleet assets to meet demands(Abstract) and allows for the addition of elements(Fig 2)(Fig 3)(Fig 4)(Fig 5) and a surplus/shortage control unit(Fig 2/104) and a vehicle redistribution unit(Fig 2/106) and a demand determining unit(Fig 2/103) which is executed using an application program on a computer-server(Fig 5)(Fig 6) which assets are available for purchase or lease(vehicles)(col 5 lines 29-47). Clark teaches costs associated with resources(Fig 3)(Fig 4)(col 6 lines 16-52). Furthermore, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker and further in view of Linde to teach the above.

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The motivation to combine is to teach fleet assets available for purchase as taught by Linde(page 7).Finally, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde and further in view of Murakami to teach the above. The motivation to combine is to teach fleet assets distribution to minimize wasted assets as enunciated by Mirakami(col 1 lines 64-67).Swedish also teaches simulation of fleet assets(pages 1219-1221 Finally, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde and further in view of Murakami and further in view of Clark to teach the above. The motivation to combine is to teach a generic problem modeller which can analyze a user information resource and transform information form the resourcxe information into data that can be storerd to be in a database that is accessible by the problem solver as applied to a simulated fleet as enunciated by Swedish(pp1219-1221)..

8. As per claim 7 Prabhakaran teaches according to the system of claim 6. Prabhakaran fails to teach further including a second database that includes data associated with assets available for purchase, or rental and lease, wherein said simulated fleet configuration unit is further configured to allow the user to add one or more assets from said second database to said simulated fleet.Linde teaches this(p. 7). Prabhakaran does not teach specifically user-defined assets. Linde teaches user defined assets for purchase(page 1)(Fleet Management/Spare Parts/Products).Furthermore, Murakami teaches simulation of redeployment of fleet assets to meet demands(Abstract) and allows for the addition of elements(Fig 2)(Fig 3)(Fig 4)(Fig 5) and a surplus/shortage control unit(Fig 2/104) and a vehicle redistribution unit(Fig 2/106) and a

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demand determining unit(Fig 2/103) which is executed using an application program on a computer-server(Fig 5)(Fig 6) which assets are available for purchase or lease(vehicles)(col 5 lines 29-47). Clark teaches costs associated with resources(Fig 3)(Fig 4)(col 6 lines 16-52). It would have been obvious to one skilled in the art at the time of the invention to combine Prabhakaran in view of Becker to teach the above. The motivation to combine is to teach a fleet management system which utilizes simulation to deal with suboptimal configurations as enunciated by Becker(page 9).Furthermore, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker and further in view of Linde to teach the above. The motivation to combine is to teach fleet assets available for purchase as taught by Linde(page 7).Finally, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde and further in view of Murakami to teach the above. The motivation to combine is to teach fleet assets distribution to minimize wasted assets as enunciated by Mirakami(col 1 lines 64-67).Swedish also teaches simulation of fleet assets(pages 1219-1221 Finally, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde and further in view of Murakami and further in view of Clark to teach the above. The motivation to combine is to teach a generic problem modeller which can analyze a user information resource and transform information form the resourcxe information into data that can be storerd to be in a database that is accessible by the problem solver as applied to a simulated fleet as enunciated by Swedish(pp1219-1221)..

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9. As per claim 8 Prabhakaran teaches the system of according to claim 3. Prabhakaran fails to teach wherein said assets comprise industrial equipment. Linde teaches this (page 1). Furthermore, Murakami teaches simulation of redeployment of fleet assets to meet demands (Abstract) and allows for the addition of elements (Fig 2)(Fig 3)(Fig 4)(Fig 5) and a surplus/shortage control unit (Fig 2/104) and a vehicle redistribution unit (Fig 2/106) and a demand determining unit (Fig 2/103) which is executed using an application program on a computer-server (Fig 5)(Fig 6) which assets are available for purchase or lease (vehicles) (col 5 lines 29-47). Clark teaches costs associated with resources (Fig 3)(Fig 4)(col 6 lines 16-52). It would have been obvious to one skilled in the art at the time of the invention to combine Prabhakaran in view of Becker to teach part of the above. The motivation to combine is to teach a fleet management system which utilizes simulation to deal with suboptimal configurations as enunciated by Becker (page 9). Furthermore, Murakami teaches simulation of redeployment of fleet assets to meet demands (Abstract) and allows for the addition of elements (Fig 2)(Fig 3)(Fig 4)(Fig 5) and a surplus/shortage control unit (Fig 2/104) and a vehicle redistribution unit (Fig 2/106) and a demand determining unit (Fig 2/103) which is executed using an application program on a computer-server (Fig 5)(Fig 6) which assets are available for purchase or lease (vehicles) (col 5 lines 29-47). Clark teaches costs associated with resources (Fig 3)(Fig 4)(col 6 lines 16-52). Swedish also teaches simulation of fleet assets (pages 1219-1221). Furthermore, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker and further in view of Linde to teach the above. The motivation to combine is to teach fleet assets applied to

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industrial products taught by Linde(page 1).Finally, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde and further in view of Murakami to teach the above. The motivation to combine is to teach fleet assets distribution to minimize wasted assets as enunciated by Mirakami(col 1 lines 64-67)and as applied to a simulated fleet as enunciated by Swedish(pp1219-1221)..

10. As per claim 9 Prabhakaran teaches the system according to claim 8. Prabhakaran fails to teach wherein said assets comprise forklifts.Linde teaches this(p. 7). Prabhakaran fails to teach further including a second database that includes data associated with assets available for purchase, or rental and lease, wherein said simulated fleet configuration unit is further configured to allow the user to add one or more assets from said second database to said simulated fleet.Linde teaches this(p. 7).Furthermore, Murakami teaches simulation of redeployment of fleet assets to meet demands(Abstract) and allows for the addition of elements(Fig 2)(Fig 3)(Fig 4)(Fig 5) and a surplus/shortage control unit(Fig 2/104) and a vehicle redistribution unit(Fig 2/106) and a demand determining unit(Fig 2/103) which is executed using an application program on a computer-server(Fig 5)(Fig 6) which assets are available for purchase or lease(vehicles)(col 5 lines 29-47). Clark teaches costs associated with resources(Fig 3)(Fig 4)(col 6 lines 16-52). It would have been obvious to one skilled in the art at the time of the invention to combine Prabhakaran in view of Becker to teach part of the above. The motivation to combine is to teach a fleet management system which utilizes simulation to deal with suboptimal configurations as enunciated by Becker(page 9).Swedish also teaches simulation of fleet

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assets(pages 1219-1221 Furthermore, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker and further in view of Linde to teach the above. The motivation to combine is to teach fleet assets which include forklifts as taught by Linde(page 7).Finally, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde and further in view of Murakami to teach the above. The motivation to combine is to teach fleet assets distribution to minimize wasted assets as enunciated by Mirakami(col 1 lines 64-67).Finally, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde and further in view of Murakami and further in view of Clark to teach the above. The motivation to combine is to teach a generic problem modeller which can analyze a user information resource and transform information form the resourcxe information into data that can be storerd to be in a database that is accessible by the problem solver as applied to a simulated fleet as enunciated by Swedish(pp1219-1221).

11. As per claim 13 Prabhakaran teaches according to the system of claim 7. Prabhakaran fails to teach wherein said reporting and analyzing module is configured to generate a second report having a composite output that is associated with the existing fleet and allow the user to compare the first and second reports to evaluate the existing and the simulated fleet. Becker teaches this(pp 4-7 and 9-11).Furthermore, Murakami teaches simulation of redeployment of fleet assets to meet demands(Abstract) and allows for the addition of elements(Fig 2)(Fig 3)(Fig 4)(Fig 5) and a surplus/shortage control unit(Fig 2/104) and a vehicle redistribution unit(Fig 2/106) and a

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demand determining unit(Fig 2/103) which is executed using an application program on a computer-server(Fig 5)(Fig 6) which assets are available for purchase or lease(vehicles)(col 5 lines 29-47). Clark teaches costs associated with resources(Fig 3)(Fig 4)(col 6 lines 16-52). It would have been obvious to one skilled in the art at the time of the invention to combine Prabhakaran in view of Becker to teach the above. The motivation to combine is to teach a fleet management system which utilizes simulation to deal with suboptimal configurations as enunciated by Becker(page 9).Furthermore, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker and further in view of Linde to teach the above. The motivation to combine is to teach fleet assets available for purchase as taught by Linde(page 7).Finally, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde and further in view of Murakami to teach the above. The motivation to combine is to teach fleet assets distribution to minimize wasted assets as enunciated by Mirakami(col 1 lines 64-67).Swedish also teaches simulation of fleet assets(pages 1219-1221 Finally, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde and further in view of Murakami and further in view of Clark to teach the above. The motivation to combine is to teach a generic problem modeller which can analyze a user information resource and transform information form the resourcxe information into data that can be storerd to be in a database that is accessible by the problem solver as applied to a simulated fleet as enunciated by Swedish(pp1219-1221)..

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12. As per claim 16 Prabhakaran teaches a method of performing a fleet management system. Prabhakaran teaches a communications interface configured to provide remote electronic access (col 4 line 10). Prabhakaran fails to teach modeling a simulated fleet comprising the steps of providing a fleet database including data associated with an existing fleet comprising a plurality of specific pieces of industrial equipment. Linde teaches this (pages 1-3) and providing a market database including data associated with a plurality of specific pieces of industrial equipment that are available for one of purchase, rental and lease (pages 1,7) and providing a pre-configured asset database that includes data associated with a plurality of modeled pieces of industrial equipment based on type (page 1,3,7) and selecting a first piece of industrial equipment for inclusion in said simulated fleet from the existing fleet based on data in the fleet database and further selecting a second piece of equipment based on data from one of the market database where the pre-configured asset database and user-defined pieces of industrial equipment, each piece of industrial equipment having a parameter of interest associated therewith (pages 1-7). Linde fails to teach simulation. Becker teaches simulation (pages 4-7 and 9-11) and generating a report having a composite output value as a function of respective parameter values associated with the first and second pieces of equipment (page 11). Furthermore, Murakami teaches simulation of redeployment of fleet assets to meet demands (Abstract) and allows for the addition of elements (Fig 2)(Fig 3)(Fig 4)(Fig 5) and a surplus/shortage control unit (Fig 2/104) and a vehicle redistribution unit (Fig 2/106) and a demand determining unit (Fig 2/103) which is executed using an application program on a computer-server (Fig 5)(Fig 6) which assets are

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available for purchase or lease(vehicles)(col 5 lines 29-47). Clark teaches costs associated with resources(Fig 3)(Fig 4)(col 6 lines 16-52).Swedish also teaches simulation of fleet assets(pages 1219-1221 It would have been obvious to one skilled in the art at the time of the invention to combine Prabhakaran in view of Becker to teach the above. The motivation to combine is to teach a fleet management system which utilizes simulation to deal with suboptimal configurations as enunciated by Becker(page 9).It also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker and further in view of Linde to teach the above. The motivation to combine is to teach the use of industrial equipment in a fleet for utilization as taught by Linde(page 7).Finally, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde and further in view of Murakami to teach the above. The motivation to combine is to teach fleet assets distribution to minimize wasted assets as enunciated by Mirakami(col 1 lines 64-67).Swedish also teaches simulation of fleet assets(pages 1219-1221 Finally, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde and further in view of Murakami and further in view of Clark to teach the above. The motivation to combine is to teach a generic problem modeller which can analyze a user information resource and transform information form the resourcxe information into data that can be storerd to be in a database that is accessible by the problem solver as applied to a simulated fleet as enunciated by Swedish(pp1219-1221).

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13. As per claim 17 Prabhakaran teaches according to the system of claim 16. Prabhakaran fails to teach further including a pre-configured asset database that includes data associated with a plurality of modeled pieces. Becker teaches this(pages 9-11). It would have been obviopous to one skilled in the art at the time of the invention to combine Prabhakaran in view of Becker to teach part of the above. The motivation to comnbine is to teach a configured asset database that includes a plurality of modelled pieces as enuciated by Becker(page 11). Prabahakaran fails to teach industrial equipment based on type. Linde teaches industrial equipment based on type(pages 1,7). It also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker and further in view of Linde to teach the above. The motivation to combine is to teach a variety of industrial fleet assets available as taught by Linde(page 7)..Furthermore, Murakami teaches simulation of redeployment of fleet assets to meet demands(Abstract) and allows for the addition of elements(Fig 2)(Fig 3)(Fig 4)(Fig 5) and a surplus/shortage control unit(Fig 2/104) and a vehicle redistribution unit(Fig 2/106) and a demand determining unit(Fig 2/103) which is executed using an application program on a computer-server(Fig 5)(Fig 6) which assets are available for purchase or lease(vehicles)(col 5 lines 29-47). Clark teaches costs associated with resources(Fig 3)(Fig 4)(col 6 lines 16-52). Swedish also teaches simulation of fleet assets(pages 1219-1221). Finally, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde and further in view of Murakami to teach the above. The motivation to combine is to teach fleet assets distribution to minimize

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wasted assets as enunciated by Mirakami(col 1 lines 64-67)as applied to a simulated fleet as enunciated by Swedish(pp1219-1221).

14. As per claim 18 Prabhakaran teaches according to the system of claim 17. Prabhakaran fails to teach wherein said reporting and analyzing module is configured to generate a second report having a composite output that is associated with the existing fleet and allow the user to compare the first and second reports to evaluate the existing and the simulated fleet. Becker teaches this(pp 4-7 and 9-11). It would have been obvious to one skilled in the art at the time of the invention to combine Prabhakaran in view of Becker to teach the above. The motivation to combine is to teach a fleet management system which utilizes simulation to deal with suboptimal configurations as enunciated by Becker(page 9).Prabhakaran fails to teach industrial equipment based on type. Linde teaches industrial equipment based on type(pages 1,7).Furthermore, Murakami teaches simulation of redeployment of fleet assets to meet demands(Abstract) and allows for the addition of elements(Fig 2)(Fig 3)(Fig 4)(Fig 5) and a surplus/shortage control unit(Fig 2/104) and a vehicle redistribution unit(Fig 2/106) and a demand determining unit(Fig 2/103) which is executed using an application program on a computer-server(Fig 5)(Fig 6) which assets are available for purchase or lease(vehicles)(col 5 lines 29-47). Clark teaches costs associated with resources(Fig 3)(Fig 4)(col 6 lines 16-52). It also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker and further in view of Linde to teach the above. Swedish also teaches simulation of fleet assets(pages 1219-1221 The motivation to combine is to teach a variety of industrial fleet assets available as taught by Linde(page

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7).Finally, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde and further in view of Murakami to teach the above. The motivation to combine is to teach fleet assets distribution to minimize wasted assets as enunciated by Mirakami(col 1 lines 64-67).Finally, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde and further in view of Murakami and further in view of Clark to teach the above. The motivation to combine is to teach a generic problem modeller which can analyze a user information resource and transform information form the resource information into data that can be storerd to be in a database that is accessible by the problem solver as applied to a simulated fleet as enunciated by Swedish(pp1219-1221).

15. As per claim 19 Prabhakaran teaches method of performing a fleet managment system including providing providing communication to a user(col 4 line 10). Prabhakran fails to teach modeling a simulated fleet comprising the steps of providing a fleet database including data associated with an existing fleet comprising a plurality of specific pieces of industrial equipment.Linde teaches this(pages 1-3) and providing a market database including data associated with a plurality of specific pieces of industrial equipment that are available for one of purchase, rental and lease(pages 1,7) and providing a pre-configured asset database that includes data associated with a plurality of modeled pieces of industrial equipment based on type(page 1,3,7) and selecting a first piece of industrial equipment for inclusion in said simulated fleet from the existing fleet based on data in-the fleet database and further selecting a second piece of

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equipment based on data from one of the market database where the pre-configured asset database and user-defined pieces of industrial equipment, each piece of industrial equipment having a parameter of interest associated therewith(pages 1-7). Linde fails to teach simulation. Becker teaches simulation(pages 4-7 and 9-11) and generating a report having a composite output value as a function of respective parameter values associated with the first and second pieces of equipment(page 11).Furthermore, Murakami teaches simulation of redeployment of fleet assets to meet demands(Abstract) and allows for the addition of elements(Fig 2)(Fig 3)(Fig 4)(Fig 5) and a surplus/shortage control unit(Fig 2/104) and a vehicle redistribution unit(Fig 2/106) and a demand determining unit(Fig 2/103) which is executed using an application program on a computer-server(Fig 5)(Fig 6) which assets are available for purchase or lease(vehicles)(col 5 lines 29-47). Clark teaches costs associated with resources(Fig 3)(Fig 4)(col 6 lines 16-52). It would have been obvious to one skilled in the art at the time of the invention to combine Prabhakaran in view of Becker to teach the above. The motivation to combine is to teach a fleet management system which utilizes simulation to deal with suboptimal configurations as enunciated by Becker(page 9).It also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker and further in view of Linde to teach the above. The motivation to combine is to teach the use of industrial equipment in a fleet for utilization as taught by Linde(page 7).Swedish also teaches simulation of fleet assets(pages 1219-1221). Finally, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde and further in view of Murakami to teach the above. The

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motivation to combine is to teach fleet assets distribution to minimize wasted assets as enunciated by Murakami(col 1 lines 64-67).Finally, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde and further in view of Murakami and further in view of Clark to teach the above. The motivation to combine is to teach a generic problem modeller which can analyze a user information resource and transform information from the resource information into data that can be stored to be in a database that is accessible by the problem solver as applied to a simulated fleet as enunciated by Swedish(pp1219-1221).

16. As per claim 20 Prabhakaran teaches according to the system of claim 19. Prabhakaran fails to teach wherein said reporting and analyzing module is configured to generate a second report having a composite output that is associated with the existing fleet and allow the user to compare the first and second reports to evaluate the existing and the simulated fleet. Becker teaches this(pp 4-7 and 9-11). It would have been obvious to one skilled in the art at the time of the invention to combine Prabhakaran in view of Becker to teach the above. The motivation to combine is to teach a fleet management system which utilizes simulation to deal with suboptimal configurations as enunciated by Becker(page 9).Prabhakaran fails to teach industrial equipment based on type. Linde teaches industrial equipment based on type(pages 1,7).Furthermore, Murakami teaches simulation of redeployment of fleet assets to meet demands(Abstract) and allows for the addition of elements(Fig 2)(Fig 3)(Fig 4)(Fig 5) and a surplus/shortage control unit(Fig 2/104) and a vehicle redistribution unit(Fig 2/106) and a demand determining unit(Fig

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2/103) which is executed using an application program on a computer-server(Fig 5)(Fig 6) which assets are available for purchase or lease(vehicles)(col 5 lines 29-47). Clark teaches costs associated with resources(Fig 3)(Fig 4)(col 6 lines 16-52). It also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker and further in view of Linde to teach the above. The motivation to combine is to teach a variety of industrial fleet assets available as taught by Linde(page 7).It also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde and further in view of Murakami to teach the above. The motivation to combine is to teach fleet assets distribution to minimize wasted assets as enunciated by Mirakami(col 1 lines 64-67).Swedish also teaches simulation of fleet assets(pages 1219-1221 Finally, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde and further in view of Murakami and further in view of Clark to teach the above. The motivation to combine is to teach a generic problem modeller which can analyze a user information resource and transform information form the resource information into data that can be storerd to be in a database that is accessible by the problem solver as applied to a simulated fleet as enunciated by Swedish(pp1219-1221)..

17. Claims 1-4,14-15 are rejected under 35 USC 103(a) as unpatentable over Prabhakaran(US Pat. No: 5,922,040) in view of Becker(9/99) in view of Murakami(US Pat. No: 6,453,298) and further in view of Clark(US Pat. No: 6,411,922) and further in view of Swedish(1998).

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18. As per claim 1 Prabhakaran teaches an electronic system for modeling a simulated fleet comprising a simulated fleet configuration unit configured to allow a user to add one or more assets to said simulated fleet, each asset having a parameter associated therewith; a reporting and analysis module configured to generate a report. having a composite output that corresponds to said parameter and is characteristic of all of said assets in said simulated fleet; and a communications interface configured to facilitate electronic remote access of said system by the user(Abstract)(col 2 line 25-col 3 line 10).Prabhakaran does not teach specifically simulation of fleet managment assets. Becker teaches simulation of fleet management assets with use of Petri Nets(Section 4.2)(page 7)(pages 9-11).Furthermore, Murakami teaches simulation of redeployment of fleet assets to meet demands(Abstract) and allows for the addition of elements(Fig 2)(Fig 3)(Fig 4)(Fig 5) and a surplus/shortage control unit(Fig 2/104) and a vehicle redistribution unit(Fig 2/106) and a demand determining unit(Fig 2/103) which is executed using an application program on a computer-server(Fig 5)(Fig 6) which assets are available for purchase or lease(vehicles)(col 5 lines 29-47). Clark teaches costs associated with resources(Fig 3)(Fig 4)(col 6 lines 16-52).Swedish also teaches simulation of fleet assets(pages 1219-1221). It would have been obvious to one skilled in the art at the time of the invention to combine Prabhakaran in view of Becker to teach the above. The motivation to combine is to teach a fleet management system which utilizes simulation to deal with suboptimal configurations as enunciated by Becker(page 9).Finally, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker and further in view of Murakami and further in view of

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Clark to teach the above. The motivation to combine is to teach fleet assets distribution to minimize wasted assets as enunciated by Mirakami(col 1 lines 64-67).Finally, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde and further in view of Murakami and further in view of Clark and Swedish to teach the above.

Swedish also teaches simulation of fleet assets(pages 1219-1221). The motivation to combine is to teach a generic problem modeller which can analyze a user information resource and transform information form the resource information into data that can be stored to be in a database that is accessible by the problem solver as applied to a simulated fleet as enunciated by Swedish(pp1219-1221)..

19. As per claim 2 Prabhakaran teaches the system of claim 1 wherein said simulated fleet configuration unit comprises one of a fleet builder module, including a step-by-step asset entry system; a fleet search module including a first add-to-fleet feature; a simulated fleet module including an add-asset feature, and a market search module including a second add-to-fleet feature(Fig 7/1501)(Fig 6/1501).Furthermore, Murakami teaches simulation of redeployment of fleet assets to meet demands(Abstract) and allows for the addition of elements(Fig 2)(Fig 3)(Fig 4)(Fig 5) and a surplus/shortage control unit(Fig 2/104) and a vehicle redistribution unit(Fig 2/106) and a demand determining unit(Fig 2/103) which is executed using an application program on a computer-server(Fig 5)(Fig 6) which assets are available for purchase or lease(vehicles)(col 5 lines 29-47). Clark teaches costs associated with resources(Fig 3)(Fig 4)(col 6 lines 16-52).Swedish also teaches simulation of fleet assets(pages 1219-1221 Finally, it also

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would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde and further in view of Murakami and further in view of Clark to teach the above. The motivation to combine is to teach a generic problem modeller which can analyze a user information resource and transform information from the resource information into data that can be stored to be in a database that is accessible by the problem solver as applied to a simulated fleet as enunciated by Swedish(pp1219-1221).

20. As per claim 3 Becker teaches the system of claim 1 wherein said simulated fleet configuration unit is further configured to store data associated with said assets of said simulated fleet in a first database, said first database further including data associated with assets in an existing fleet, said simulated fleet configuration unit being further configured to allow the user to add assets from said existing fleet to said simulated fleet(Fig 4).Prabhakaran does not teach specifically simulation of fleet management assets. Becker teaches simulation of fleet management assets with use of Petri Nets(Section 4.2)(page 7)(pages 9-11).It would have been obvious to one skilled in the art at the time of the invention to combine Prabhakaran in view of Becker to teach the above. The motivation to combine is to teach a fleet management system which utilizes simulation to deal with suboptimal configurations as enunciated by Becker(page 9).Furthermore, Murakami teaches simulation of redeployment of fleet assets to meet demands(Abstract) and allows for the addition of elements(Fig 2)(Fig 3)(Fig 4)(Fig 5) and a surplus/shortage control unit(Fig 2/104) and a vehicle redistribution unit(Fig 2/106) and a demand determining unit(Fig 2/103) which is executed using an application program on a

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computer-server(Fig 5)(Fig 6) which assets are available for purchase or lease(vehicles)(col 5 lines 29-47). Clark teaches costs associated with resources(Fig 3)(Fig 4)(col 6 lines 16-52).

Swedish also teaches simulation of fleet assets(pages 1219-1221).

21. As per claim 4 Prabhakaran teaches the system of claim 3 wherein said simulated fleet configuration unit is configured to execute on an application server(col 33 line 23-col 35 line 67)(Fig 12)(Fig 13).Furthermore, Murakami teaches simulation of redeployment of fleet assets to meet demands(Abstract) and allows for the addition of elements(Fig 2)(Fig 3)(Fig 4)(Fig 5) and a surplus/shortage control unit(Fig 2/104) and a vehicle redistribution unit(Fig 2/106) and a demand determining unit(Fig 2/103) which is executed using an application program on a computer-server(Fig 5)(Fig 6) which assets are available for purchase or lease(vehicles)(col 5 lines 29-47). Clark teaches costs associated with resources(Fig 3)(Fig 4)(col 6 lines 16-52).Finally, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde and further in view of Murakami and further in view of Clark to teach the above. The motivation to combine is to teach a generic problem modeller which can analyze a user information resource and transform information form the resourcxe information into data that can be storerd to be in a database that is accessible by the problem solver as applied to a simulated fleet as enunciated by Swedish(pp1219-1221).

22. As per claim 14 Prabhakaran teaches the system of claim 3 wherein said reporting and analyzing module is configured to execute on an application server(col 40 lines 3-13).Furthermore, Murakami teaches simulation of redeployment of fleet assets to meet

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demands(Abstract) and allows for the addition of elements(Fig 2)(Fig 3)(Fig 4)(Fig 5) and a surplus/shortage control unit(Fig 2/104) and a vehicle redistribution unit(Fig 2/106) and a demand determining unit(Fig 2/103) which is executed using an application program on a computer-server(Fig 5)(Fig 6) which assets are available for purchase or lease(vehicles)(col 5 lines 29-47). Clark teaches costs associated with resources(Fig 3)(Fig 4)(col 6 lines 16-52). Finally, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde and further in view of Murakami and further in view of Clark to teach the above. The motivation to combine is to teach fleet assets distribution to minimize wasted assets as enunciated by Mirakami(col 1 lines 64-67)Swedish also teaches simulation of fleet assets(pages 1219-1221).Finally, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde and further in view of Murakami and further in view of Clark to teach the above. The motivation to combine is to teach a generic problem modeller which can analyze a user information resource and transform information form the resource information into data that can be storerd to be in a database that is accessible by the problem solver as applied to a simulated fleet as enunciated by Swedish(pp1219-1221).

23. As per claim 15 Prabhakaran teaches the system of claim 3 wherein said communications interface comprises an Hyper-Text Transfer Protocol (HTTP) compliant web server(col 4 line 10). Prabhakaran fails to teach further comprising a fleet database including data associated with an existing fleet comprising a plurality of specific pieces of industrial equipment;

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a market database including data associated with a plurality of specific pieces of industrial equipment that are available for one of purchase, rental or lease. Linde teaches this (page 1,7). Becker teaches a simulated fleet configuration unit configured to allow a user to add a first piece of industrial equipment to said simulated fleet from said existing fleet based on data in said fleet database where said simulated fleet configuration unit being further configured to allow said user to add a second piece of industrial equipment based on data from one of said market database, and user-defined industrial equipment where each piece of industrial equipment having a parameter associated therewith and a reporting and analysis module configured to generate a report having a composite output corresponding to said parameter that is characteristic of all pieces of industrial equipment in said simulated fleet and a communications interface configured to facilitate electronic remote access by said user (pages 4-7 and 9-11). Furthermore, Murakami teaches simulation of redeployment of fleet assets to meet demands (Abstract) and allows for the addition of elements (Fig 2)(Fig 3)(Fig 4)(Fig 5) and a surplus/shortage control unit (Fig 2/104) and a vehicle redistribution unit (Fig 2/106) and a demand determining unit (Fig 2/103) which is executed using an application program on a computer-server (Fig 5)(Fig 6) which assets are available for purchase or lease (vehicles) (col 5 lines 29-47). Clark teaches costs associated with resources (Fig 3)(Fig 4) (col 6 lines 16-52). Swedish also teaches simulation of fleet assets (pages 1219-1221). It would have been obvious to one skilled in the art at the time of the invention to combine Prabhakaran in view of Becker to teach the above. The motivation to combine is to teach a fleet management system which utilizes simulation to deal with suboptimal

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configurations as enunciated by Becker(page 9).It also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker and further in view of Linde to teach the above. The motivation to combine is to teach fleet assets available for purchase as taught by Linde(page 7).Finally, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde and further in view of Murakami and further in view of Clark to teach the above.Swedish also teaches simulation of fleet assets(pages 1219-1221). The motivation to combine is to teach fleet assets distribution to minimize wasted assets as enunciated by Murakami(col 1 lines 64-67).Finally, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde and further in view of Murakami and further in view of Clark to teach the above. The motivation to combine is to teach a generic problem modeller which can analyze a user information resource and transform information from the resource information into data that can be stored to be in a database that is accessible by the problem solver as applied to a simulated fleet as enunciated by Swedish(pp1219-1221).

24. Claims 10-12, 21 are rejected under 35 USC 103(a) as unpatentable over Prabhakaran(US Pat. No: 5,922,040) in view of Becker in view of Linde in view of GE-Fleet in view of Murakami(US Pat. No: 6,453,298)in view of Clark(US Pat. No: 6,411,922) and further in view of Swedish(1998).

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25. As per claim 10 Prabhakaran teaches according to the system of claim 9. Prabhakaran fails to teach wherein said parameter includes at least one of a total maintenance cost, an hourly maintenance cost, a total lease cost, a total operating cost, a total hourly operating cost, and a utilization rating. GE Capital Fleet services ("GE-Fleet") teaches this (page 3). It would have been obvious to one skilled in the art at the time of the invention to combine Prabhakaran in view of Becker to teach the above. The motivation to combine is to teach a fleet management system which utilizes simulation to deal with suboptimal configurations as enunciated by Becker (page 9). It also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker and further in view of Linde to teach the above. The motivation to combine is to teach fleet assets available for purchase as taught by Linde (page 7). Finally, it would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde and further in view of GE-Fleet to teach all the above (page 3). The motivation to combine is to teach a fleet management system that delineates total lease cost for a fleet. Furthermore, Murakami teaches simulation of redeployment of fleet assets to meet demands (Abstract) and allows for the addition of elements (Fig 2)(Fig 3)(Fig 4)(Fig 5) and a surplus/shortage control unit (Fig 2/104) and a vehicle redistribution unit (Fig 2/106) and a demand determining unit (Fig 2/103) which is executed using an application program on a computer-server (Fig 5)(Fig 6) which assets are available for purchase or lease (vehicles) (col 5 lines 29-47). Clark teaches costs associated with resources (Fig 3)(Fig 4) (col 6 lines 16-52). Finally, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde and further in view of

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Murakami to teach the above. The motivation to combine is to teach fleet assets distribution to minimize wasted assets as enunciated by Mirakami(col 1 lines 64-67).Finally, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde and further in view of Murakami and further in view of Clark to teach the above. The motivation to combine is to teach a generic problem modeller which can analyze a user information resource and transform information form the resourcxe information into data that can be storerd to be in a database that is accessible by the problem solver as applied to a simulated fleet as enunciated by Swedish(pp1219-1221).

26. As per claim 11 Prabhakaran teaches according to the system of claim 10. Prabhakaran fails to teach wherein said parameter includes at least one of a total maintenance cost, an hourly maintenance cost, a total lease cost, a total operating cost, a total hourly operating cost, and a utilization rating.GE Capital Fleet services("GE-Fleet") teaches this (page 3).Swedish also teaches simulation of fleet assets(pages 1219-1221 It would have been obvious to one skilled in the art at the time of the invention to combine Prabhakaran in view of Becker to teach the above. The motivation to combine is to teach a fleet management system which utilizes simulation to deal with suboptimal configurations as enunciated by Becker(page 9).It also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker and further in view of Linde to teach the above. The motivation to combine is to teach fleet assets available for purchase as taught by Linde(page 7).Finally, it would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde and further in view of GE-Fleet to

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teach all the above(page 3). The motivation to combine is to teach a fleet management system that delineates total lease cost for a fleet utilizing summation.Furthermore, Murakami teaches simulation of redeployment of fleet assets to meet demands(Abstract) and allows for the addition of elements(Fig 2)(Fig 3)(Fig 4)(Fig 5) and a surplus/shortage control unit(Fig 2/104) and a vehicle redistribution unit(Fig 2/106) and a demand determining unit(Fig 2/103) which is executed using an application program on a computer-server(Fig 5)(Fig 6) which assets are available for purchase or lease(vehicles)(col 5 lines 29-47). Clark teaches costs associated with resources(Fig 3)(Fig 4)(col 6 lines 16-52).Swedish also teaches simulation of fleet assets(pages 1219-1221 Finally, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde and further in view of Murakami to teach the above. The motivation to combine is to teach fleet assets distribution to minimize wasted assets as enunciated by Mirakami(col 1 lines 64-67).Finally, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde and further in view of Murakami and further in view of Clark to teach the above. The motivation to combine is to teach a generic problem modeller which can analyze a user information resource and transform information form the resource information into data that can be storerd to be in a database that is accessible by the problem solver as applied to a simulated fleet as enunciated by Swedish(pp1219-1221).

27. As per claim 12 Prabhakaran teaches according to the system of claim 10. Prabhakaran fails to teach wherein said parameter includes at least one of a total maintenance cost, an hourly

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maintenance cost, a total hourly operating cost, and a utilization rating. GE Capital Fleet services ("GE-Fleet") teaches this (page 3). It would have been obvious to one skilled in the art at the time of the invention to combine Prabhakaran in view of Becker to teach the above. The motivation to combine is to teach a fleet management system which utilizes simulation to deal with suboptimal configurations as enunciated by Becker (page 9). It also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker and further in view of Linde to teach the above. The motivation to combine is to teach the cost of operating fleet assets available for purchase as taught by Linde (page 7). Finally, it would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde and further in view of GE-Fleet to teach all the above. The motivation to combine is to teach a fleet management system that delineates operating cost for a fleet as taught by GE-Fleet (page 4). Furthermore, Murakami teaches simulation of redeployment of fleet assets to meet demands (Abstract) and allows for the addition of elements (Fig 2) (Fig 3) (Fig 4) (Fig 5) and a surplus/shortage control unit (Fig 2/104) and a vehicle redistribution unit (Fig 2/106) and a demand determining unit (Fig 2/103) which is executed using an application program on a computer-server (Fig 5) (Fig 6) which assets are available for purchase or lease (vehicles) (col 5 lines 29-47). Clark teaches costs associated with resources (Fig 3) (Fig 4) (col 6 lines 16-52). Swedish also teaches simulation of fleet assets (pages 1219-1221). Finally, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde in view of GE-Fleet in view of Murakami and further in view of Clark to teach the above. The motivation to combine is to teach

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fleet assets distribution to minimize wasted assets as enunciated by Mirakami(col 1 lines 64-67).Finally, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde in view of GE Fleet and Murakami and further in view of Clark and Swedish to teach the above. The motivation to combine is to teach a generic problem modeller which can analyze a user information resource and transform information form the resourcxe information into data that can be storerd to be in a database that is accessible by the problem solver as applied to a simulated fleet as enunciated by Swedish(pp1219-1221).

28.As per claim 21 Prabhakaran teaches the method of according to claim 20. Prabhakaran fails to teach wherein the parameter comprises a financial figure.GE-Fleet teaches this(p 3-4).It would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde and further in view of GE-Fleet. The motivation to combine is to teach a financial figure of merit to assess the efficiency of a fleet management system as taught by GE-Fleet(page 4).Furthermore, Murakami teaches simulation of redeployment of fleet assets to meet demands(Abstract) and allows for the addition of elements(Fig 2)(Fig 3)(Fig 4)(Fig 5) and a surplus/shortage control unit(Fig 2/104) and a vehicle redistribution unit(Fig 2/106) and a demand determining unit(Fig 2/103) which is executed using an application program on a computer-server(Fig 5)(Fig 6) which assets are available for purchase or lease(vehicles)(col 5 lines 29-47). Clark teaches costs associated with resources(Fig 3)(Fig 4)(col 6 lines 16-52).Swedish also teaches simulation of fleet assets(pages 1219-1221). Finally, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde

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in view of GE Fleet and further in view of Murakami to teach the above. The motivation to combine is to teach fleet assets distribution to minimize wasted assets as enunciated by Mirakami(col 1 lines 64-67). Finally, it also would have been obvious to one skilled in the art to combine Prabhakaran in view of Becker in view of Linde in view of GE Fleet and Murakami and further in view of Clark and Swedish to teach the above. The motivation to combine is to teach a generic problem modeller which can analyze a user information resource and transform information from the resource information into data that can be stored to be in a database that is accessible by the problem solver as applied to a simulated fleet as enunciated by Swedish(pp1219-1221).

Response to Arguments

29. Applicant's arguments with respect to claims 1-21 have been considered but are moot in view of the additional grounds of rejection necessitated by amendment. Both GE-Fleet and Linde are prior art. The site for Linde was created on 3/16/99. GE has a copyright date back to 1997. The dates of Examiner's printing of the web page as cited by Applicant are irrelevant.

Conclusion

30. Applicant's amendment necessitated the new ground(s) of rejection presented in this Office action. Accordingly, **THIS ACTION IS MADE FINAL**. See MPEP § 706.07(a). Applicant is reminded of the extension of time policy as set forth in 37 CFR 1.136(a).

A shortened statutory period for reply to this final action is set to expire **THREE MONTHS** from the mailing date of this action. In the event a first reply is filed within **TWO**

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MONTHS of the mailing date of this final action and the advisory action is not mailed until after the end of the THREE-MONTH shortened statutory period, then the shortened statutory period will expire on the date the advisory action is mailed, and any extension fee pursuant to 37 CFR 1.136(a) will be calculated from the mailing date of the advisory action. In no event, however, will the statutory period for reply expire later than SIX MONTHS from the date of this final action.

31. Any questions concerning this communication should be addressed to the examiner of record, Dr. Geoffrey Akers, P.E., who can be reached between 6:30 AM and 5:00 PM Monday through Friday at 703-306-5844. If attempts to contact the examiner are unsuccessful, the examiner's superior, Mr. Vincent Millin, SPE, may be telephoned at (703)-308-1065.

The fax number for Formal or Official faxes and Draft or Informal faxes to Technology Center 3600 or this Art Unit is (703)-872-9326 or 9327. Any inquiry of a general nature or relating to the status of this application should be directed to the Group receptionist whose telephone number is (703)-308-1113.

GRA

June 15/2003

DR. GEOFFREY R. AKERS, P.E.
PRIMARY EXAMINER